

Facilitation Guide: Safe Spaces Foundations of Trauma-Informed Practice for Educational and Care Settings.

Module 2: Ages 5-11

PART I: Post-Training Reflection & Discussion

Individual Reflection: Give people time to reflect on a situation when they responded to a student's behavior in a way, where looking back, it could have been useful to have additional information and/or training on other strategies and/or approaches to use for creating trauma-informed, healing spaces.

Discussion Questions:

1. How is your organization collaborating to create a more trauma-informed, healing, joyful school experience for students?
 2. How might your organization utilize the Safe Spaces training to contribute to that effort and what are some ideas and/or next steps for how you might incorporate it, including with both educators and other staff (e.g., custodians, bus drivers, food service, etc.)?
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PART II: Scenario-Based Discussion

On the following pages, you will find two scenarios from The Office of the California Surgeon General's trauma-informed training, *Safe Spaces: Foundations of Trauma-Informed Practice for Educational and Care Settings*.

Choose one or all to reference and continue the exercise on page three. Once complete, cross-check your responses with tips from the training on page four..



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Scenario 1: Maya | Age: 6, Kindergarten

Background: Maya uses the pronouns “she” and “her.” She lives with her grandma and dad who are always loving and supportive. Maya is very helpful. She always works in the garden with her grandma. Maya prefers spending time outdoors.

Interests: Maya plays soccer and T-ball and enjoys being active. Maya loves physical education and art.

Activators: Maya has difficulty ending a preferred activity without prior warning.

Stress Response: Maya becomes upset, cries, stomps her feet and yells.

Scenario: During recess, Maya runs, swings and plays with her friends without incident. When the bell rings at the end of recess, Maya refuses to line up. She continues to play. Each time you move toward Maya, she runs away and continues to play. Another teacher takes the rest of the class inside. Maya sits on the ground crying, “It’s not fair! All I wanted was more playtime. We never get to move around in the classroom!”



Scenario 2: Jay | Age: 9, 3rd grade

Background: Jay uses the pronouns “he” and “him.” Jay lives at home with his parents, two brothers and grandparents. His grandparents and parents are actively engaged in his learning. One brother is 11 years old, and the other is 6 months old. Jay is usually quiet when in a group, and he has a lot of friends.

Interests: Jay loves nature and spends as much time as he can outside. Sometimes, he will bring something that he found in the stream by his house for show-and-tell.

Activators: Jay is often uncomfortable when asked to speak in front of a crowd.

Stress Response: Jay becomes withdrawn, unmotivated and quiet.

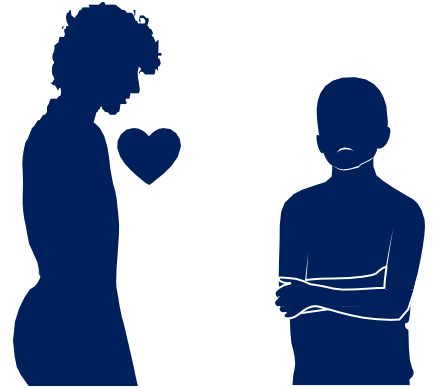
Scenario: Jay is a third grade student. He has been on Kay’s bus route since he was in kindergarten. Jay is usually energetic and friendly. But Kay noticed that Jay has been quieter over the past few days. Jay used to sit with a group of his classmates. However, lately he sits alone, near Kay, wearing headphones. Today, when Jay got on the bus, his eyes were red-rimmed and he avoided eye contact.



Supporting Students: Regulate, Relate and Reason (3Rs)

Describe some ways you might use the 3Rs to respond to students whose stress responses are activated.

Regulate:



Relate:



Reason:



Check Your Responses

Many of the strategies below are referenced in the training as ways to Regulate, Relate and Reason.

- Follow the steps of Pause, Notice and Name.
- Take a few deep breaths. Then pause, checking for sensations in the body.
- Notice what you are thinking and feeling, emotionally and physically.
- Name the feelings related to the sensation.
- Once calm, help the student regulate.

Scenario #1: Maya

- Approach Maya while another teacher takes the rest of the class inside.
- Sit on the ground next to Maya. Help her name and validate what she is feeling using a calm tone.
- Give Maya a few minutes to calm down. Then give her some space and time.
- Remind Maya that you understand her frustration that recess is over.
- Continue to support Maya by offering to spend some recess time in the school garden with her. Consider asking if there is anything else you can do to support her to come inside when recess ends.
- Explain why we need to line up at a certain time. You may ask her if she knows how lining up late might impact the class.
- Talk with Maya about ideas on how to make the transition from recess easier. You might give her an option to choose from.

Scenario #2: Jay

- Ask Jay if he has a minute to talk when we get to school using a warm, inviting tone.
- Let Jay know that he is safe and not in trouble. For example, you might say, "Jay, I'm so glad you're on my bus route. It makes me so happy to see your face every morning."
- Remember that he loves his English classes, and he has a new baby brother at home. So consider asking him about English class or his brother.
- Let Jay know that you are there if he ever wants to talk. For example, you might say, "Sometimes I like my alone time, and other times I need a friend to talk to. Is there anything I can do to help?"
- Reassure Jay that people in his life are there for him. You might say, "I am always happy to talk, Jay. And I know there are other people in your life who feel the same way. We are here whenever you are ready, OK?"